

Unit Planning Guide: Grade 10 Unit 2 of

Unit Title: Analysis of Literature and Nonfiction Texts	Pacing (Duration of Unit): Weeks 11-20
Grade: 10	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RI.10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **W.10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research:
 - a. Apply grade 10 reading standards to literature;
 - b. Apply grade 10 reading standards to literary nonfiction.
- **SL.10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- **L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Weeks 16-20:

- **RL.10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**
- **W.10.MA.3 Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g. the hero, anti-hero, a minor character).**
- **SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

Supporting Standards:

- **RI.10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.**
- **L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Through close analysis we can discover author's purpose and how author conveys that purpose
- Word choice matters. The words a writer chooses can have a powerful impact on his/her audience.
- Effective evidence is always necessary when supporting an argument.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What does the author want me to get out of this piece of literature?
- What techniques does the author use to get his/her point across?
- How were those techniques used to develop theme, character, etc.?
- How were those techniques used to influence the reader?
- How can I get my point across in my own writing?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The rhetorical triangle and other rhetorical devices
- Elements of fiction and non-fiction (eg. Irony, symbolism, context, speaker)
- Effective arguments often include discussion of counter claims
- Purposes and strategies for citing evidence to support their writing (eg. CEEI, annotation)
- that denotation, connotation and loaded words can have a powerful effect on the reader
- Standard conventions of English while writing

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Arguing a point and considering a counter argument (Introduce)
- Using evidence to support a claim (Practice)
- Citing evidence to support comprehension of argument (Practice)
- Tracing the development of a theme (Practice)
- Analyzing purpose in non-fiction (Practice)
- Analyzing character and motivation in fiction (Practice)